| How Will We<br>Get There?     | Week 1 (2<br>days)  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   |  |
|-------------------------------|---|--|---|---|---|--|--|--|
|                               |   |  | Baseline  | Baseline  | Baseline  |  |  |  |
|                               |   | Name w   | riting every morni  | ng when children  | come in.  |  |  |  |
| Book theme:                   | Starting school   | The Hundred<br>Decker Bus                              | The Runaway<br>Train  | The Naughty<br>Bus  | The Lost<br>Property Office                                   | Amazing<br>Aeroplanes                                  | Whatever Next  |  |
| Rhyme:                        |   | 1,2,3,4,5 Once<br>I Caught A<br>Fish Alive             | A Sailor Went<br>To Sea   | Baa Baa Black<br>Sheep  | Down At The<br>Station  | Hey Diddle<br>Diddle                                   | Hickory<br>Dickory Dock  |  |
| Other<br>additional<br>texts: |   |  |   | <ul> <li>Grandpa's can</li> <li>Things That (<br/>an't take an eleph</li> </ul> | Go  |  |  |  |
| Phonics                       | Rhyming   | s,a,t,p<br>letter formation<br>in groups<br>during CP. | i,n,m,d<br>letter formation<br>in groups<br>during CP.            | g,o,c,k<br>letter formation<br>in groups<br>during CP.                          | ck, e,u,r<br>letter formation<br>in groups<br>during CP.      | h,b,f,l<br>letter formation<br>in groups<br>during CP. | Assessment<br>letter formation<br>in groups<br>during CP.        |  |
| PSED (Scarf)                  | Marvellous Me   |  | I'm Special   |   | People Who Are Special To Me                                  |  |  |  |
| CL (inc<br>vocabulary)        |   | 'Track the<br>listener'<br>Listening rules             | Train, journey,<br>track, carriage,<br>ride, route,<br>passenger. | Driver, wheels,<br>wiper, horn,<br>seatbelt,<br>engine, steering<br>wheel.      | Circle talk –<br>talk about a<br>journey you<br>have been on. | Boat, digger,<br>machine,<br>tractor, bumpy,<br>barge. | Space theme —<br>moon, space,<br>clouds, rocket,<br>zoom, blast. |  |
| PD - fine/<br>gross motor.    | Playdough –Crate stacking and buildingteach using aoutside.rolling pin. |  | Cutting skills  |   | Balance bikes   |  |  |  |
| PE- Complete<br>PE            | Walking   |  | Developing<br>Walking   | Walking in<br>different<br>pathways   | Sustain<br>Walking  | Explore<br>marching                                    | Apply walking<br>into a game.                                    |  |

| Literacy                         | Portraits and name writing.                     | Story<br>sequencing.  | Train ticket<br>name writing.                                   | Postcard<br>writing – write<br>your name on<br>a ticket.    | Initial sound<br>matching/<br>writing.  | CVC word<br>reading and<br>matching.     | CVC frames —<br>initial sound.   |
|----------------------------------|---|---|---|---|---|--|--|
| Daily<br>handwriting<br>activity | Dough Disco<br>and Pencil<br>patterns.          | Dough Disco<br>and Pencil<br>patterns.  | Dough Disco<br>s,a,t  | Dough Disco<br>p,i,n  | Dough Disco<br>M,d,g  | Dough Disco<br>o,c,k,                    | Dough Disco<br>e,u,r   |
| Maths<br>White Rose              |   | iber line number<br>nition,<br>n and number   | Match o   | and sort  | Talk about meas   | sure and patterns                        | Its Me, 1,2,3  |
| EAD                              | Paint portraits                                 | Draw a friend.<br>Teaching<br>designing in<br>the blocks/<br>how to use the<br>blocks.    | Train collaging.<br>Teaching using<br>Mobilo/ how to<br>design. | Teach sponge<br>painting. Teach<br>using the paint<br>rack. | Teach<br>accessing<br>paints and<br>wiping brush/<br>washing brush.   | Teach gluing –<br>shapes for<br>houses.  | Vehicle track<br>paintings.  |
| UW                               | What is a<br>school? What<br>can we do<br>here? | How do you<br>get to school?<br>Have you been<br>on a train?<br>Where does a<br>train go? | Parts of a<br>train/ sort<br>vehicles that<br>have wheels.      | What is a bus<br>stop?<br>Where can a<br>bus go?            | Learn about<br>traffic lights —<br>traffic light<br>biscuits.<br>Bikes around<br>the playground<br>responding to<br>traffic lights<br>(coloured<br>plates). | What is a<br>barge?                      | Explore<br>different<br>textures and<br>how fast a car<br>can go down<br>each one. |
| RE                               | Being Special:<br>where do we<br>belong?        | Being Special:<br>where do we<br>belong?  | Being Special:<br>where do we<br>belong?                        | Being Special:<br>where do we<br>belong?                    | Being Special:<br>where do we<br>belong?  | Being Special:<br>where do we<br>belong? | Being Special:<br>where do we<br>belong?   |

|               | All About Me  | All my family | Everyone is    | Belonging in  | Belonging in | Friendships   | Belonging in a  |
|---------------|---------------|---------------|----------------|---------------|--------------|---------------|-----------------|
|               |               |               | different.     | our community | our school.  |               | Church.         |
| Forest Friday | Explore the   | Weaving on    | Stick painting | Den building  | Make a stick | Leaf pictures | Welly Boot      |
|               | outdoor area. | large grids   |                |               | man          |               | footprint marks |
|               |               |               |                |               |              |               | on large paper  |